Quality Review Measures:
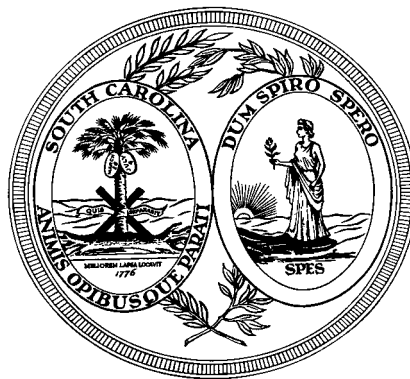# An Evaluation of
Career and Technology Education Programs

Issued by the

Office of Career and Technology Education
South Carolina Department of Education

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State Superintendent of Education

July 2005

QUALITY REVIEW MEASURES: EVALUATION OVERVIEW

PURPOSE OF THE ANNUAL REVIEW

The quality review measures (QRM) of the Office of Career and Technology Education are designed to provide guidance and direction to school districts, schools, and career and technology centers in establishing, maintaining, and evaluating career and technology education (CATE) programs.

Aligned with the 2020 Vision themes of South Carolina's strategic plan for career and technology education, online at http://www.myscschools.com/offices/cate/vision.htm, the QRM should be used to review local CATE programs to determine where improvements should be made and where exceptional programs and activities exist. The application of the QRM should also positively impact student performance as measured by the Perkins standards for career and technology education.

PROCEDURES FOR THE REVIEW

School districts, schools, and career and technology centers are required to conduct an annual review of their CATE programs using the QRM. A statement of assurance to verify that the review has been conducted is included in the career and technology education local plan/update submitted annually to the Office of Career and Technology Education (OCTE). A copy of the completed QRM program evaluation should be maintained on file at the local level.

The QRM are divided into four areas, and this OCTE evaluation instrument is structured accordingly:

Section A: School District Administration (to be completed by school district administrators)

Section B: High School/Career and Technology Center Administration (to be completed by high school or career and technology center administrators)

Section C: Student Services (to be completed by guidance and placement personnel)

Section D: Curriculum and Instruction (to be completed by career and technology education instructors)

Each of these sections consists of two parts: the measures applicable to each area and the evidence that can be used as documentation to support each measure. The results of the annual review should identify potential problems and should become the basis for program improvement. The applicable 2020 Vision theme topics are stated in parentheses after each measure.

COURTESY ON-SITE REVIEWS

School district administrators, high school principals, and career center directors may request that the OCTE conduct on-site reviews of either their entire career and technology education program or specific program areas. Requests for courtesy on-site reviews should be sent to the director of the OCTE and should include a description of the type of review that is desired. Requests for such reviews will be honored as the availability of OCTE staff permits.

SECTION A

Quality Review Measures for Career and Technology Education

SCHOOL DISTRICT ADMINISTRATION

> *To be completed by school district administrators*

SOUTH CAROLINA'S STRATEGIC PLAN FOR
CAREER AND TECHNOLOGY EDUCATION: TEN VISION THEMES

Accountability
To meet specific measures of performance at all levels.

Business Relationships
To develop a network of business relationships that promotes career awareness and marketable skills.

Curriculum
To develop and implement a relevant curriculum that uses current technology and instructional strategies.

Funding
To acquire the funds essential to achieve the vision.

Leadership
To provide an effective leadership program for career and technology education.

Marketing
To create awareness and to promote the value of career and technology education.

Professional Development
To provide effective professional development.

Recruitment
To develop and implement a system for recruiting and retaining quality educators and students.

Structural Change
To establish a structure that provides opportunities leading to student success.

Technology
To secure and effectively utilize world class technology.

Effective July 1, 2005

Part 1: Applicable Measures

Directions: Indicate whether or not a measure has been completed by writing **C** ("completed") or **NC** ("not completed") in the blank.

A.1 _____ A comprehensive needs assessment shall be conducted every five years to ensure the relevancy of programs and preparation for lifelong learning. *(Business Relationships* and *Structural Change)*

A.2 _____ A school district/multidistrict career and technology center local advisory council for career and technology education shall be established. *(Business Relationships)*

A.3 _____ A local plan for career and technology education shall be completed and shall include activities and programs related to career and technology education, school-to-careers, and state equipment. *(Accountability, Curriculum, Funding,* and *Marketing)*

A.4 _____ The local school district shall ensure that applied academic institutes are available to teachers before they teach an applied academic course. *(Curriculum* and *Professional Development)*

A.5 _____ Students shall be instructed in the skills and competencies identified in the SCANS (Secretary's Commission on Achieving Necessary Skills) report and in the employers survey report of the South Carolina Chamber of Commerce's Business Center for Excellence in Education. *(Curriculum)*

A.6 _____ Career and technology education programs shall be structured by selected career clusters and career majors. *(Structural Change)*

A.7 _____ A school-to-careers program shall be established. *(Accountability* and *Business Relationships)*

A.8 _____ An annual professional development program shall be established. *(Leadership* and *Professional Development)*

A.9 _____ The local school district/multidistrict career and technology center shall analyze its performance as measured annually by the Perkins standards and follow appropriate program improvement procedures as needed. *(Accountability)*

A.10 _____ The local school district/multidistrict career and technology center shall conduct an annual review of the career and technology education program using the QRM. *(Accountability)*

A.11 _____ A memorandum of agreement addressing program articulation and/or dual enrollment shall be established between the local school district/multidistrict career and technology center and the local technical college. *(Accountability)*

Effective July 1, 2005

Part 2: Evidence Supporting Each Measure

Directions: Put a check (✔) in the box if evidence is available.

A.1 Comprehensive Needs Assessment
- ☐ A needs assessment is conducted every five years.
- ☐ Data were collected on current and projected labor market trends.
- ☐ Students were surveyed/interviewed.
- ☐ Educators were surveyed/interviewed.
- ☐ Community and school district officials were surveyed/interviewed.
- ☐ Businesses were surveyed/interviewed.
- ☐ Program modifications are evident as a result of the comprehensive needs assessment.

A.2 Local Career and Technology Education Advisory Council
- ☐ The identification of council members by name, address, place of employment, position, race, and sex is on file with the school district.
- ☐ The council meets at least twice a year.
- ☐ Minutes of council meetings are prepared and submitted to the appropriate school district/school officials for review.
- ☐ The council addresses the following issues, as evidenced by the minutes of its meetings:
  - ☐ career and technology education local plan
  - ☐ relevancy of current and future programs
  - ☐ current job needs
  - ☐ the district's comprehensive needs assessment
  - ☐ state and local evaluations with specific recommendations for implementation
  - ☐ school-to-careers program

List improvements/changes that have occurred as a result of the advisory council's input:

_____

_____

_____

_____

_____

Note: Career and technology centers are permitted to utilize the local advisory council to perform all duties and responsibilities of the school improvement council.

A.3 Local Plan/Update

☐ The administration has consulted with the local advisory council for career and technology education in the development and review of the local plan/update.

☐ Expenditures of federal and state funds are in accordance with regulations.

☐ The school district is in compliance with all local plan/update assurances.

A.4 Training in Applied Methodology

☐ The district provides applied academic institutes to teachers in their content areas.

☐ Each applied academic institute consists of 45 hours of instruction and is taught by a master teacher who is skilled in the content area of the course.

A.5 SCANS Instruction

☐ The district has a plan to make teachers and parents aware of the SCANS skills and competencies.

☐ SCANS skills are either integrated into the curriculum or taught as a separate lesson.

☐ SCANS skills and competencies are taught to students in all schools (K–12).

A.6 Career Clusters and Career Majors

☐ The career clusters and career majors consist of the career and technology education courses and core academic courses necessary for an individual to succeed in a field of study.

☐ Each student's individual graduation plan (IGP) reflects the selected career cluster and the career major in which he or she is enrolled.

☐ Instruction in communications, mathematics, and science is integrated into each career major.

A.7 School-to-Careers Program

☐ A school-to-careers program consisting of work-based learning, school-based learning, and connecting activities is offered to all students.

☐ The district awards credentials for the successful completion of a school-to-careers program.

☐ The school-to-careers program offers opportunities to all students.

A.8 Professional Development Program

☐ Professional development opportunities are offered in the following areas:

☐ applied techniques ☐ standards-based instruction
☐ integration of curriculum ☐ utilization of technology
☐ training of mentors ☐ accelerated learning
☐ learning styles ☐ structured work-based learning
☐ standards-based career guidance

A.9 Performance on Perkins Standards

☐ Data related to the Perkins standards are submitted correctly and in a timely manner.

☐ A local review is conducted to determine areas needing improvement when performance as measured by the Perkins standards falls below required levels.

☐ Appropriate actions are taken for performance falling below the Perkins standards (e.g., OCTE Toolbox completed, local improvement plan completed and submitted).

A.10 Annual Review Using the Quality Review Measures

☐ A review is conducted annually using the QRM to determine whether career and technology education programs meet their stated objectives and are relevant to the needs of the students and the community.

☐ Results of the annual review are used in determining needed changes in offerings, course content, and support services.

☐ A formal procedure is in place for reviewing the findings and recommendations produced by the annual review.

☐ Specific recommendations are implemented as a result of state and local evaluations.

List improvements/changes that have occurred as a result of the annual review:

_____

_____

_____

_____

_____

A.11 Articulation Agreement

☐ The memorandum of agreement is current and up-to-date.

☐ The memorandum of agreement outlines procedures for the articulation of career and technology course curricula to the technical college and/or dual enrollment of students in the technical college.

Effective July 1, 2005

Quality Review Measures for Career and Technology Education

HIGH SCHOOL/CAREER AND TECHNOLOGY CENTER ADMINISTRATION

To be completed by high school or career and technology center administrators

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SOUTH CAROLINA'S STRATEGIC PLAN FOR
CAREER AND TECHNOLOGY EDUCATION: TEN VISION THEMES

Accountability
To meet specific measures of performance at all levels.

Business Relationships
To develop a network of business relationships that promotes career awareness and marketable skills.

Curriculum
To develop and implement a relevant curriculum that uses current technology and instructional strategies.

Funding
To acquire the funds essential to achieve the vision.

Leadership
To provide an effective leadership program for career and technology education.

Marketing
To create awareness and to promote the value of career and technology education.

Professional Development
To provide effective professional development.

Recruitment
To develop and implement a system for recruiting and retaining quality educators and students.

Structural Change
To establish a structure that provides opportunities leading to student success.

Technology
To secure and effectively utilize world class technology.

Effective July 1, 2005

Part 1: Applicable Measures

Directions: Indicate whether or not a measure has been completed by writing **C** ("completed") or **NC** ("not completed") in the blank.

B.1 _____ A defined program of selected career clusters and career majors shall be provided. *(Curriculum)*

B.2 _____ The school shall establish a system to evaluate career and technology education programs. *(Accountability)*

B.3 _____ A school-to-careers program shall be established. *(Accountability* and *Business Relationships)*

B.4 _____ Coordination shall exist within and/or between high schools and the career and technology centers. *(Curriculum* and *Recruitment)*

B.5 _____ Appropriate administrative, guidance, and support staff shall be provided in order to ensure the effective management of the career and technology education. (*Leadership* and *Recruitment)*

B.6 _____ Career and technology education programs shall be provided with the financial support necessary for the accomplishment of program objectives. *(Funding)*

B.7 _____ Students shall be instructed in the skills and competencies identified in the SCANS (Secretary's Commission on Achieving Necessary Skills) report and in the employers survey report of the South Carolina Chamber of Commerce's Business Center for Excellence in Education. *(Curriculum)*

B.8 _____ An inventory of equipment, tools, and furnishings shall be conducted annually. *(Accountability)*

Effective July 1, 2005

Part 2: Evidence Supporting Each Measure

Directions: Put a check (✔) in the box if evidence is available.

B.1 Career Clusters and Career Majors
- ☐ Career clusters have been established for all students.
- ☐ Each career cluster is divided into career majors.
- ☐ Individual graduation plans (IGPs) are required for all students.
- ☐ Curricula and courses have been organized/reorganized.
- ☐ Career clusters are aligned with K–12 schooling, postsecondary education, and the workplace.

B.2 Evaluation of Career and Technology Education Programs
- ☐ A procedure is in place for continuous and periodic evaluation of career and technology education programs.
- ☐ The program evaluation allows for the analysis of
  - ☐ enrollment trends
  - ☐ placement trends
  - ☐ completion rates
  - ☐ teacher performance
  - ☐ budget
  - ☐ relevancy of programs
  - ☐ standards-based instruction
- ☐ The QRM are used for the evaluation.
- ☐ Student performance as measured by the Perkins standards is analyzed and used in part to evaluate the career and technology education program.

B.3 School-to-Careers
- ☐ Various school-to-careers opportunities are available to all students.
- ☐ School-to-careers opportunities available to students are described in writing and are distributed to students, parents, and teachers.
- ☐ School-to-careers materials are available to students and parents.
- ☐ The school-to-careers program consists of work-based learning, school-based learning, and connecting activities.
- ☐ Accurate records are kept on students who participate in school-to-careers activities.
- ☐ Contact with business and industry is evident.

Effective July 1, 2005

B.4 Coordination within/between Schools

☐ Periodic meetings addressing administrative matters are held in high schools, or periodic meetings addressing common issues are held between high schools and career and technology centers.

☐ Student scheduling is coordinated annually between high schools and career and technology centers.

☐ Coordination meetings of the guidance staff are held in high schools or between high schools and the career and technology centers.

B.5 Administrative, Guidance, and Support Staff

☐ The school is adequately staffed to achieve the goals and objectives of the career and technology education program.

☐ Clearly written job descriptions are available for administrative, guidance, and support staff.

☐ Adequate clerical support services are provided for administrative and guidance staff.

☐ Adequate custodial services are provided.

B.6 Financial Support

☐ Adequate financial support is provided for
  ☐ personnel
  ☐ instructional supplies
  ☐ equipment
  ☐ equipment maintenance
  ☐ travel

☐ Accurate financial records are on file.

B.7 SCANS

☐ A system is established to deliver SCANS instruction to students.

☐ A procedure exists to provide SCANS awareness training to teachers.

☐ SCANS materials are available to teachers and students.

B.8 Inventory

☐ An inventory of equipment, tools, and furnishings is maintained and on file in both the administrative office and the program office.

☐ The annual physical count inventory allows for total accountability for all equipment, tools, and furnishings.

☐ The personnel conducting the physical count inventory and the date of the inventory are documented.

SECTION C

Quality Review Measures for Career and Technology Education

STUDENT SERVICES

To be completed by guidance and placement personnel

SOUTH CAROLINA'S STRATEGIC PLAN FOR CAREER AND TECHNOLOGY EDUCATION: TEN VISION THEMES

Accountability
To meet specific measures of performance at all levels.

Business Relationships
To develop a network of business relationships that promotes career awareness and marketable skills.

Curriculum
To develop and implement a relevant curriculum that uses current technology and instructional strategies.

Funding
To acquire the funds essential to achieve the vision.

Leadership
To provide an effective leadership program for career and technology education.

Marketing
To create awareness and to promote the value of career and technology education.

Professional Development
To provide effective professional development.

Recruitment
To develop and implement a system for recruiting and retaining quality educators and students.

Structural Change
To establish a structure that provides opportunities leading to student success.

Technology
To secure and effectively utilize world class technology.

Part 1: Applicable Measures

Directions: Indicate whether or not a measure has been completed by writing **C** ("completed") or **NC** ("not completed") in the blank.

C.1 _____ A standards-based comprehensive career development program shall be implemented. *(Recruitment)*

C.2 _____ Barriers to student enrollment in career and technology education shall be identified and solutions pursued. *(Structural Change* and *Recruitment)*

C.3 _____ A system that promotes enrollment in and completion of nontraditional programs in career and technology education shall be established. *(Recruitment)*

C.4 _____ Individual graduation plans (IGPs) of students shall be reviewed annually and revised if necessary. *(Recruitment)*

C.5 _____ Coordinated placement services shall be provided to assist students in securing employment and/or enrolling in postsecondary educational institutions. *(Business Relationships)*

C.6 _____ A budget shall be provided for the implementation of a comprehensive standards-based career development program. *(Funding)*

C.7 _____ Reports of career and technology education completers and graduates shall be prepared annually and submitted to the South Carolina Department of Education. *(Accountability)*

Part 2: Evidence Supporting Each Measure

Directions: Put a check (✔) in the box if evidence is available.

C.1 Comprehensive Career Development Program

☐ There is a written document that describes the standards-based career development program in detail, specifying objectives, services, and activities.

☐ The document contains information on school-to-careers opportunities (e.g., shadowing, service learning, internships, cooperative education).

☐ The document is disseminated to appropriate personnel.

☐ The school seeks the active participation of school personnel, parents, members of the community, businesses and industry, and the local education and business alliance in career development for students.

C.2 Barriers to Enrollment

☐ Longitudinal data concerning enrollment have been collected and reviewed for implications.

☐ Counseling is provided for students with individual problems that prohibit enrollment.

☐ Alternative scheduling options have been considered.

☐ Distance learning has been pursued as an optional means of offering programs.

☐ Transition activities with business and industry have been examined for student credit options.

C.3 Nontraditional Programs

☐ Nontraditional programs have been identified within the school district.

☐ During both the orientation and recruitment processes, students are informed of job opportunities available in nontraditional occupations.

☐ Written information describing study and work opportunities in nontraditional occupations is available to students and parents.

☐ Examples of nontraditional enrollment and completion are as follows:

_____

_____

_____

_____

_____

Effective July 1, 2005

C.4 Individual Graduation Plans

☐ IGPs are developed in collaboration with students' parents and/or legal guardians.

☐ Career planning documentation supports the career cluster and the career major selected by the individual student.

☐ The student has the option of changing his or her career cluster and career major.

☐ Documentation exists that shows IGPs are reviewed and revised.

C.5 Placement Services

☐ Placement responsibilities are clearly identified.

☐ Administrators, counselors, and instructors are active participants in the placement process.

☐ Employability preparation is a component of the placement program.

☐ Continuous communication and collaboration are maintained with placement sources.

☐ Materials and information are provided to students seeking postsecondary placement.

C.6 Budget

☐ A guidance budget is in place.

☐ The guidance department has input into the annual school budget request.

C.7 Reports

☐ A system exists to gather data on all program completers.

☐ All completers are surveyed ten months after graduation, and a follow-up report is prepared.

☐ Reports are submitted in a timely manner.

☐ Follow-up records include information to allow verification of all reported placements.

☐ Follow-up records are maintained for a period of five years.

SECTION D

Quality Review Measures for Career and Technology Education

CURRICULUM AND INSTRUCTION

To be completed by career and technology education instructors

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SOUTH CAROLINA'S STRATEGIC PLAN FOR
CAREER AND TECHNOLOGY EDUCATION: TEN VISION THEMES

Accountability
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Part 1: Applicable Measures

Directions: Indicate whether or not a measure has been completed by writing **C** ("completed") or **NC** ("not completed") in the blank.

D.1 _____ The instruction offered to students shall be standards based. *(Accountability)*

D.2 _____ The integration of career and technology education and applied academic programs shall be established. *(Curriculum)*

D.3 _____ Students shall participate in school-to-careers opportunities. *(Accountability* and *Business Relationships)*

D.4 _____ An advisory committee shall be established for each career cluster and/or career major. *(Business Relationships)*

D.5 _____ Instructional materials and supplies shall be available for each student. *(Curriculum* and *Funding)*

D.6 _____ Business partnerships shall be identified and utilized to enhance the quality of the instructional program. *(Curriculum* and *Business Relationships)*

D.7 _____ The appropriate student organization shall be an integral part of the career and technology education program. *(Curriculum* and *Leadership)*

D.8 _____ The equipment on which the student is trained shall be comparable to the equipment found in the occupation for which the training is provided, shall be properly installed, and shall be fully operational. *(Curriculum, Funding,* and *Technology)*

D.9 _____ The instructional facility shall provide a favorable climate for learning and shall duplicate as nearly as possible the actual work situation found in the occupation for which training is provided. *(Business Relationships* and *Structural Change)*

D.10 _____ A safety review shall be conducted annually. *(Accountability)*

D.11 _____ The instructional program shall comply with placement standards as outlined in state and federal regulations. *(Accountability* and *Business Relationships)*

Effective July 1, 2005

Part 2: Evidence Supporting Each Measure

Directions: Put a check (✔) in the box if evidence is available.

D.1 Standards-Based Instruction

- ☐ Course syllabi and lesson plans reflect the utilization of competency-based instructional techniques.
- ☐ Standards are based upon actual workers' tasks and are measurable.
- ☐ Student achievement is based on demonstrated competence in each required task.
- ☐ Competencies are reviewed and approved by the advisory committee.
- ☐ Student progress is measured through an appropriate ongoing process.
- ☐ Technology applications are infused into the curriculum.
- ☐ Syllabi and lesson plans reflect input from the advisory committee and the results of the needs assessment.

D.2 Integration of Instruction

- ☐ Common planning time for applied academic and career and technology education teachers is provided.
- ☐ Curriculum modifications have occurred due to the integration of instruction.
- ☐ Applied academic and career and technology education teachers are observing each other's classroom teaching.
- ☐ Meetings/activities regarding the integration of instruction are taking place.
- ☐ Opportunity for teachers to experience business and industry internships is available.

D.3 School-to-Careers

- ☐ Students are given information on the availability of school-to-careers opportunities.
- ☐ Qualifications are established for students to participate in school-to-careers activities.
- ☐ Students are prepared for transition to the work environment.
- ☐ Students are given employability preparation prior to transition to the work environment.
- ☐ The instructor and/or school-to-careers specialist/coordinator maintains communications with the work-site mentor.
- ☐ An evaluation component is developed for student work-site performance, if applicable.
- ☐ Students participating in school-to-careers activities have the written permission of their parents or legal guardians.

D.4 Advisory Committee

- ☐ The advisory committee meets at least twice during each school year.
- ☐ The minutes of advisory committee meetings are recorded and filed.
- ☐ The minutes of advisory committee meetings are submitted to the principal/director for review and action.
- ☐ The advisory committee's recommendations have been implemented.

D.5 Supplies and Materials

☐ An instructional budget is provided to each instructor or department at the beginning of the school year.

☐ Instructional materials and supplies are provided in sufficient quantity to meet program objectives.

☐ Instructional materials are available to accommodate student differences.

D.6 Community Resources

☐ The program initiates and maintains liaisons with business and industry.

☐ Community resources are used to supplement classroom instruction (e.g., speakers, donations, field studies).

☐ The program maintains a listing of community resources.

D.7 Student Organizations

☐ Students are informed of and given the opportunity to participate in student organizations.

☐ Membership rosters and minutes of meetings are recorded and on file.

☐ Student organization activities are conducted under the direct supervision of an instructor/advisor.

☐ Students are given the opportunity to participate in leadership activities, competitions, and conferences at the local, regional, state, and national levels.

D.8 Equipment

☐ Inoperable and obsolete equipment is replaced.

☐ The type, variety, and quantity of equipment is such that manipulative and technological skills needed for employment can be demonstrated and practiced.

☐ A complete inventory of equipment, tools, and furnishings is made annually and properly documented.

☐ Equipment is properly installed and fully operational.

D.9 Facilities

☐ The facility is adequate for the number of students enrolled.

☐ The laboratory and classroom are neat, clean, and well maintained.

☐ Adequate lighting, ventilation, heating, and cooling are provided in all areas.

☐ The laboratory and classroom are satisfactory to serve both males and females who are enrolled in the program.

☐ Aisles and passageways are clear.

☐ Each laboratory and classroom is utilized for the specific purpose for which it was intended.

Effective July 1, 2005

D.10 Safety

☐ Safety lessons are taught and students evaluated as appropriate.

☐ Eye protection is provided, used, and stored properly.

☐ Guards are provided to protect operators from the cutting, grinding, and rotating parts.

☐ The laboratory has emergency disconnect switches or similar safety cut-offs.

☐ Approved fire extinguishers are accessible.

☐ Flammable materials and liquids are properly stored.

☐ Power tools and other electrical equipment are properly grounded.

☐ Sufficient electrical outlets are available and are used properly.

☐ Exterior exits are visibly marked.

☐ Safety standards/regulations are posted.

☐ Spacing of equipment ensures safe and efficient instruction and use.

D.11 Placement

☐ The placement rate is in compliance with state and federal regulations.

Effective July 1, 2005